



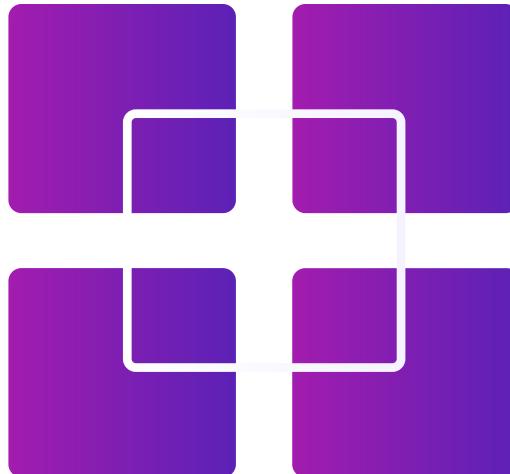
Mixed Methods

- Ethics
- Employee relationships



Agenda

- **Method:** Ethics/ Multi-methods
 - Facebook and OkCupid story
 - How to do multi-method correctly: Mix and match!
- **Topic:** Employee relationships
 - Beyond leaders: leader-member exchange (LMX) theory
 - Mentorship
 - Friendship
 - Multi-methods in employee relationship: Hur et al. 2021
 - Discussion questions
- **Next class**
 - Discussion facilitation



Method: Ethics

Belmont report: 3 principles for human subject research

- Respect for human (e.g., informed consent)
- Beneficence (e.g., negative impact)
- Justice (e.g., burdens/ benefits distributed equally)

Why the regulation? Some psychology studies...

- Milgram experiment: obedience
- Bystander experiment (e.g., seizure)
- Zimbardo Stanford prison experiment: social role

IRB (Institutional Review Board)

- Each university has its own IRB
- CITI training (mandatory)
- "The most formalized process ever" (let me show you)

No part of this manuscript has been previously published, nor is it under consideration anywhere else. All data reported in the manuscript are not used in prior papers that are published, accepted, or under review. Moreover, our research was conducted with human subject approval from the Institutional Review Board at our respective institutions, and informed consent was obtained from all participants. The manuscript was written in accordance with *Personality and Social Psychology Bulletin* guidelines.

The screenshot shows a user interface for managing manuscript submissions. At the top, there are five status boxes: "In-Draft" (with a pencil icon), "Awaiting Authorization" (with a building icon), "Pre-Review" (with a folder icon), "Under Review" (with a document icon), and "Post Review" (with a door icon). Below these are three main sections: "My Studies" (listing four studies), "My Tasks" (empty), and "Submissions by Type" (showing counts for Renewal, Initial, Modification, and Incident).

My Studies	
IRB-FY2022-6524	Affective Forecasting and Job Choice
IRB-FY2020-3794	Incentives
IRB-FY2019-3407	Incentives and Sustainability
IRB-FY2019-2869	Advice Selection

My Tasks	

Submissions by Type	
Renewal	0
Initial	4
Modification	0
Incident	0

Facebook and OkCupid experiments

- But at least academic institutions have IRB...
- What if a company wants to run an experiment?
- IRB vs. Legal, public relations teams
- Facebook: Negative content > posts
- OkCupid: Perceived compatibility > conversation

Evaluate: Facebook and OKCupid experiments

- Respect for human (e.g., informed consent, deception)
- Beneficence (e.g., negative impact)
- Justice (e.g., burdens/ benefits distributed equally)

Companies with not enough "experiments"

- Trust issue (vs. academic institutions, hospitals), why?
- A lack of evidence-based management
- Google's "which blue" experiment

Method: Multi-method research

Goals: Why multi-methods?

- Test causality (e.g., survey results)
- Improve generalizability (e.g., college students, sports players, military organizations)
- Strengthen your evidence (e.g., reciprocity, social norm across cultures)

How: Not all multi-methods are created equal.

- The key word is "complement"
- Think about how adding this method bring closer to the goals
- Start from analyzing weaknesses of your method
- Consider sample, sample size, independent variable, dependent variable, measurement, context, culture

Practice: How to come up with additional study

Topic: Employee Relationships

History of employee relationships

- Beyond leaders: leader-member exchange (LMX) theory
- Mentorship
- Friendship

Mentor-mentee relationship

- Advice-giving/ advice-taking (e.g., Bonaccio & Dalal, 2006)
- Mentorship (e.g., Scandura, 1992)
- Career mobility/ psychological support/ "fit"

Friendship

- "Can you be friends with your co-workers?!"
- Strategic, calculative mindset (e.g., Casciaro et al., 2014)
- Authenticity (e.g., Ménard & Brunet, 2011)
- Collaboration/ motivation/ well-being

Multi-methods in employee relationship: Hur et al. 2021

Are They Useful? The Effects of Performance Incentives on the Prioritization of Work versus Personal Ties

Julia D. Hur et al. (2021)





"Rewards given for meeting or exceeding certain standards in the target task" (Deci, Koestner, & Ryan, 1999)

Performance

Ariely, Gneezy, Loewenstein, & Mazar, 2009; Baker, 1992; Gneezy & Rustichini, 2000; Heyman & Ariely, 2004; Jenkins Jr et al., 1998; Lazear, 1986

Intrinsic motivation

Cameron, Pierce, Banko, & Gear, 2005; Deci, Koestner, & Ryan, 1999; Eisenberger et al., 1999; Fehr & Falk, 2002; Kreps, 1997; Miceli et al., 1991; Wiersma, 1992

Values and beliefs

Castilla & Benard, 2010; Hur & Nordgren, 2016; Hur & Tian, in progress; Larkin, Pierce, & Gino, 2012; Pai, DeVoe, & Pfeffer, 2020

Research Question

Q. How do performance incentives affect everyday social interactions?

Research Question

Predict opposing effects of performance incentives

- Focus attention to money and decrease motivation to socialize
 - Hershfield, Mogilner, & Barnea, 2016, Vohs, Mead, & Goode, 2006
- Increase connection and cooperation in group tasks
 - Berger, Herbertz & Sliwka, 2011, Dur & Sol, 2010
- Performance incentives have diverging effects on social interactions depending on the type of relationship

Research Question



Hur, J.D., Lee-Yoon, A., & Whillans, A.V. 'Are They Useful? The Effects of Performance Incentives on the Prioritization of Work versus Personal Ties.' R&R at OBHDP

Research Question



Hur, J.D., Lee-Yoon, A., & Whillans, A.V. 'Are They Useful? The Effects of Performance Incentives on the Prioritization of Work versus Personal Ties.' R&R at OBHDP

Central Prediction

Exposure to performance incentives increases prioritization of work relationships over personal relationships.

Theoretical Development

Performance incentives shapes instrumentality

- Performance incentives make reward-seeking goals salient
 - Cadsby, Song, & Tapon, 2007; Rusbult, Campbell, & Price, 1990
- Saliency biases one's behavioral systems in a goal-driven manner
 - Bird, 2001; Block & Heineke, 1973; Diaz-Serrano, 2005
- Shape perceived instrumentality of relationship partners
 - Lusardi, 1997; Skinner, 1988

Theoretical Development

Perceived instrumentality shapes social interactions

- Play an important role in relationship formation
- Belmi & Pfeffer, 2018; Gallant, Spitze, & Prohaska, 2007
- “Useful” people are evaluated more positively and prioritized
 - Fitzsimons & Shah, 2008; Gruenfeld et al., 2008
- Make people prioritize instrumental, work ties to personal ties

Hypotheses

- H1.** Exposure to performance incentives will increase the prioritization of work relationships over personal relationships
- H2.** Exposure to performance incentives will increase the perceived instrumentality of work relationships.
- H3.** The effect of performance incentives on prioritization of work relationships will be mediated by increases in perceived instrumentality of work relationships.

Overview of Studies

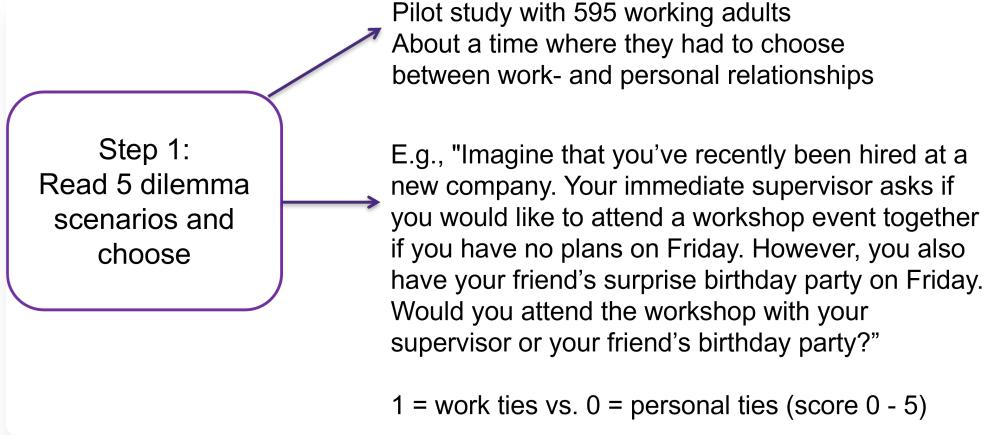
- o **Study 1:** Survey on Work vs. Personal Ties
- o **Study 2:** Experiment with Incentive Manipulation
- o **Study 3:** Experiment with Task Dependence
- o **Study 4:** Experiment with Actual Task
- o **Study 5:** American Time Use Survey

Study 1

Goal: Test the effect on the trade-offs between work and personal ties

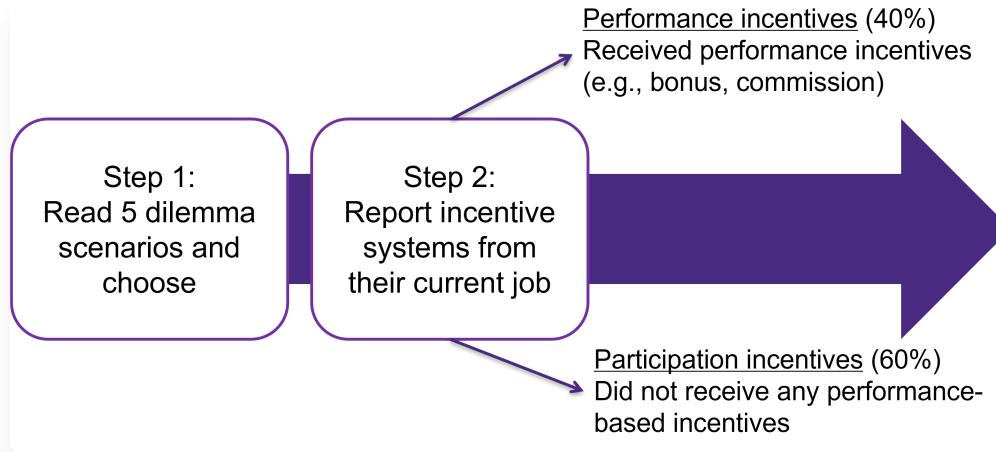
Study 1

545 full-time employees ($M_{age} = 36.69$, 41% female) via MTurk



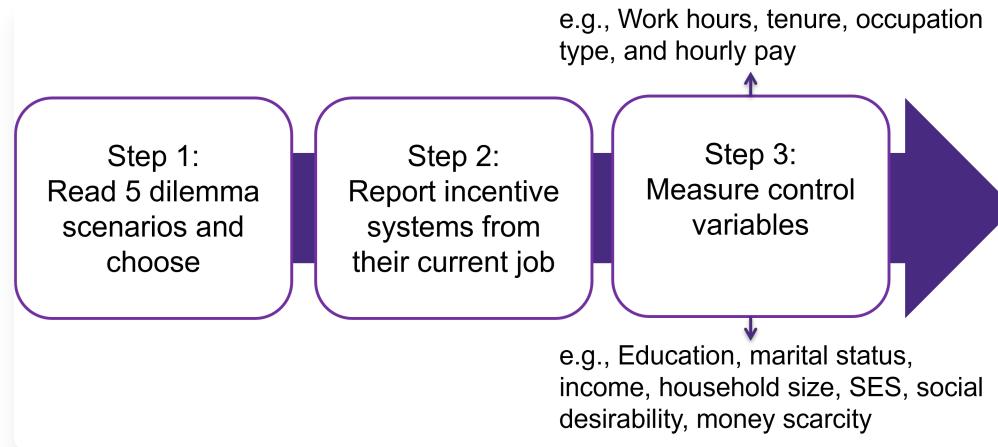
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Study 1

545 full-time employees ($M_{age} = 36.69$, 41% female) via MTurk



Study 1: Results

Variable	(1)		(2)	
	B	SE	B	SE
Performance incentives	.97***	.10	.51***	.12
Age			-.01	.01
Gender			.16	.10
Education			.14**	.05
Marital status			.18	.13
Income			.001	.001
Household size			-.13*	.06
Workhour (log)			-.01***	.003
Tenure			.01	.01
Hourly pay			-.25*	.11
Social status			.11***	.03
Money scarcity			.10**	.04
Social desirability			.04	.17

Study 1: Results

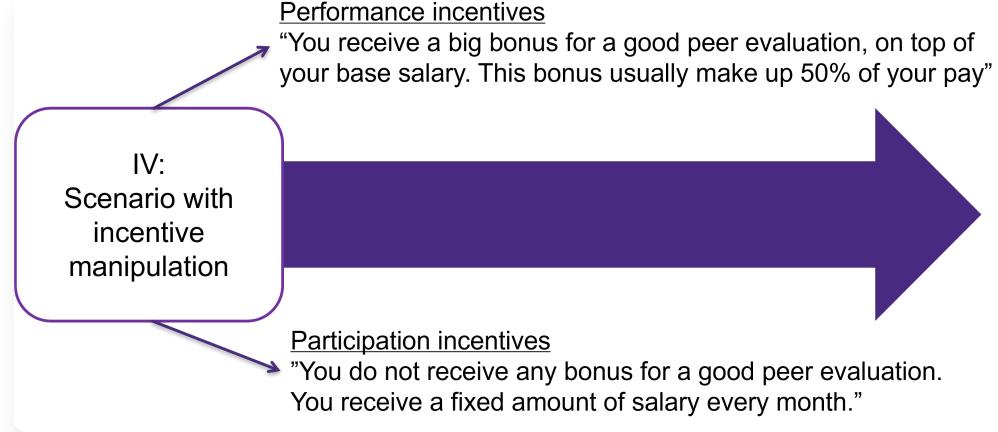
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Study 2

Goal: Test the effect with incentive manipulation

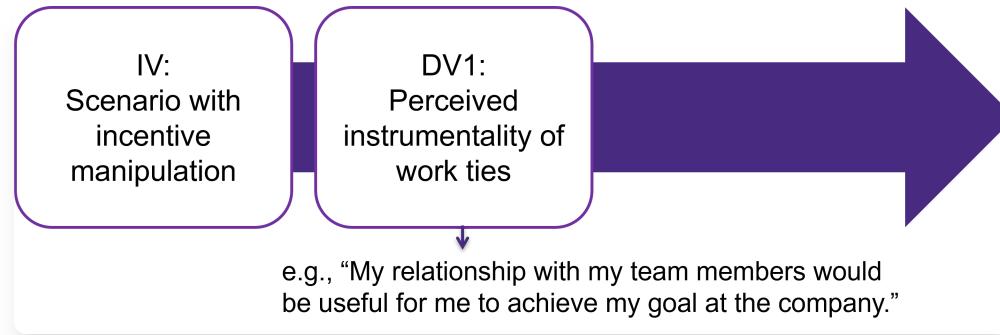
Study 2

401 full-time employees ($M_{age} = 36.74$, 38% female) via MTurk Between subject design



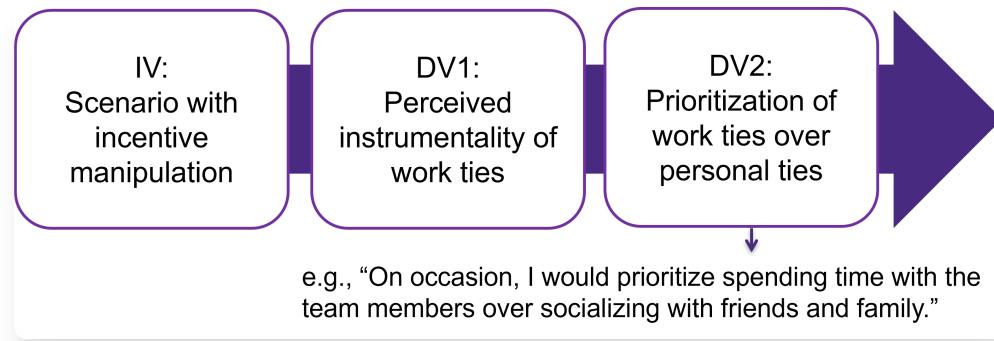
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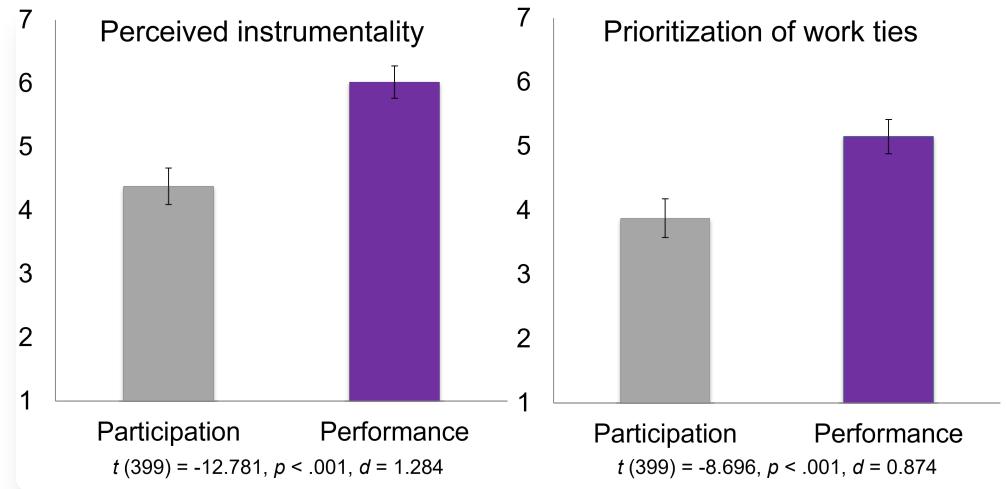


Study 2

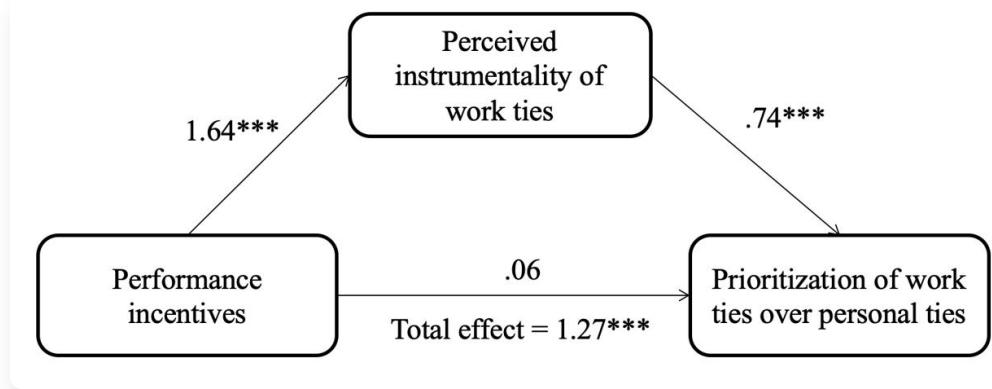
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Study 2: Results



Study 2: Results



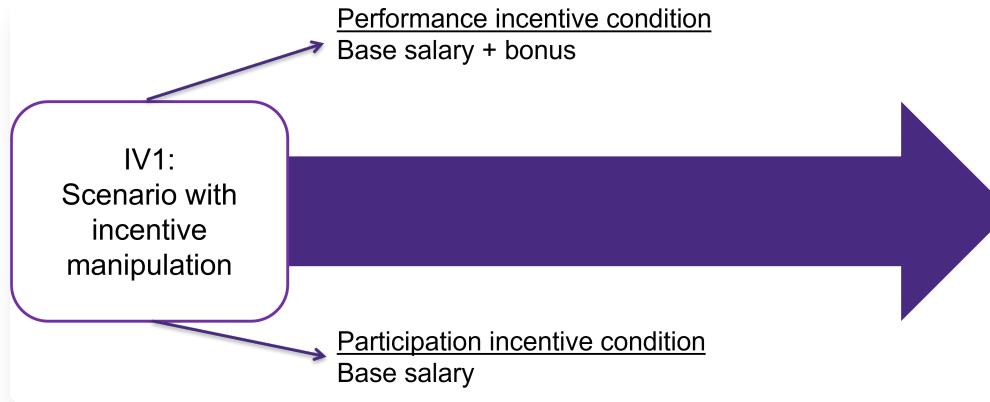
Note. * $p < .05$, ** $p < .01$ *** $p < .001$

Study 3

Goal: Test the effect with task interdependence

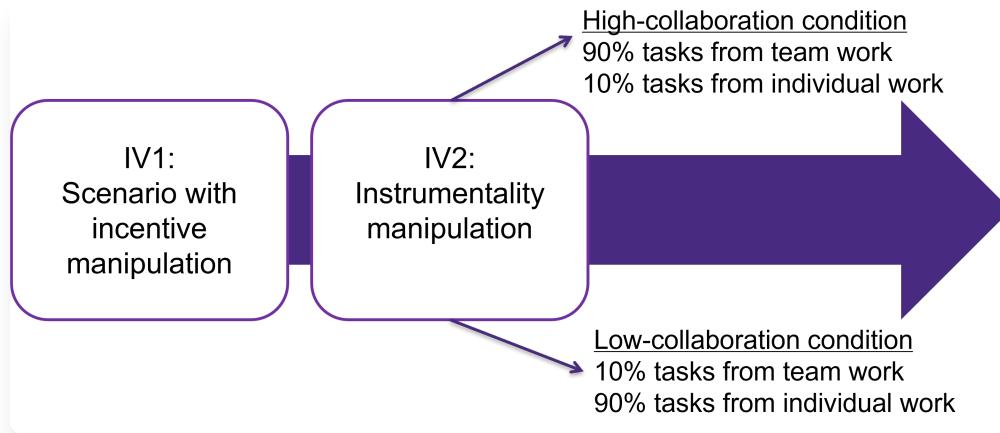
Study 3

- 801 full-time employees ($M_{age} = 37.54$, 40% female) via MTurk
- 2 (Incentive: performance vs. participation) \times 2 (collaboration: high vs. low)



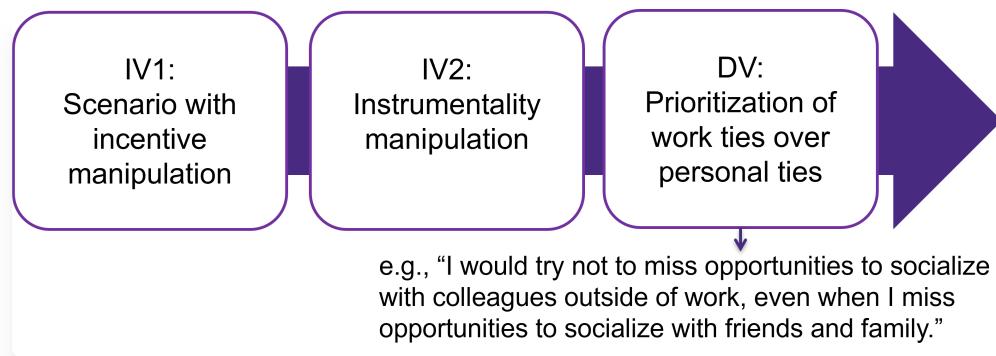
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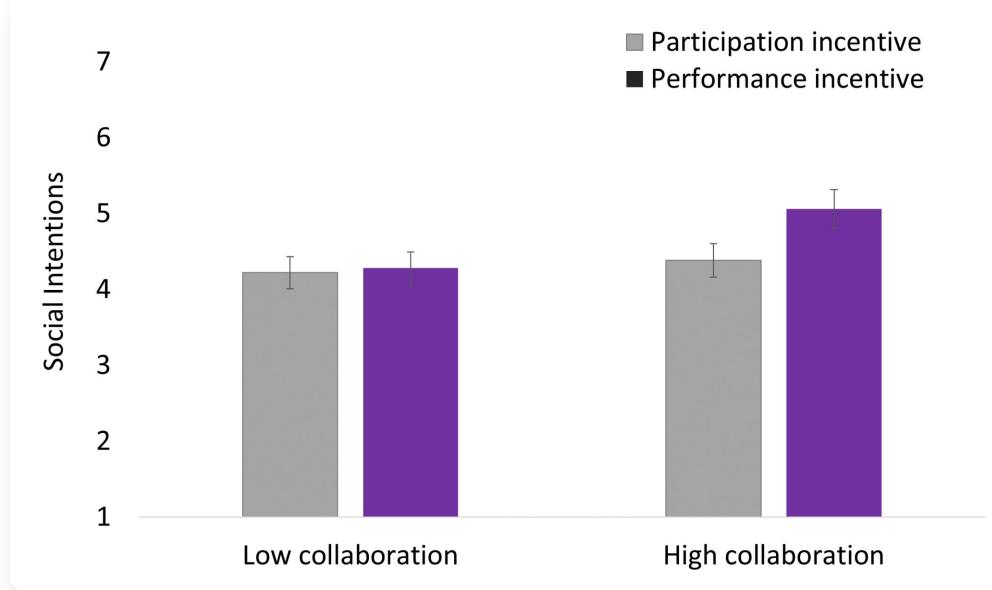


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Study 3: Results



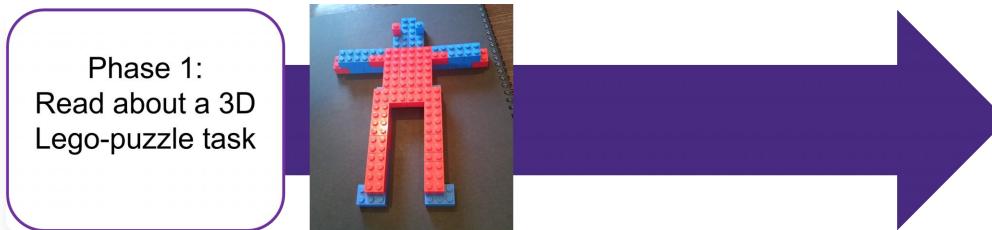
$F(3,797) = 6.577$, $MSE = 19.316$, $p < .001$, $\eta^2 = 0.037$

Study 4

Goal: Test the effect with decision-making measure

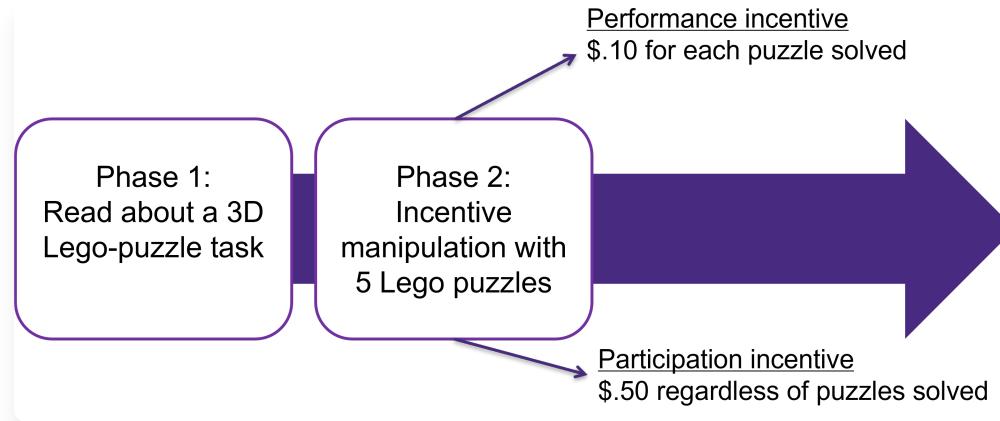
Study 4

- o 400 participants ($M_{age} = 36.74$, 38% female) via MTurk
- o Between subject design



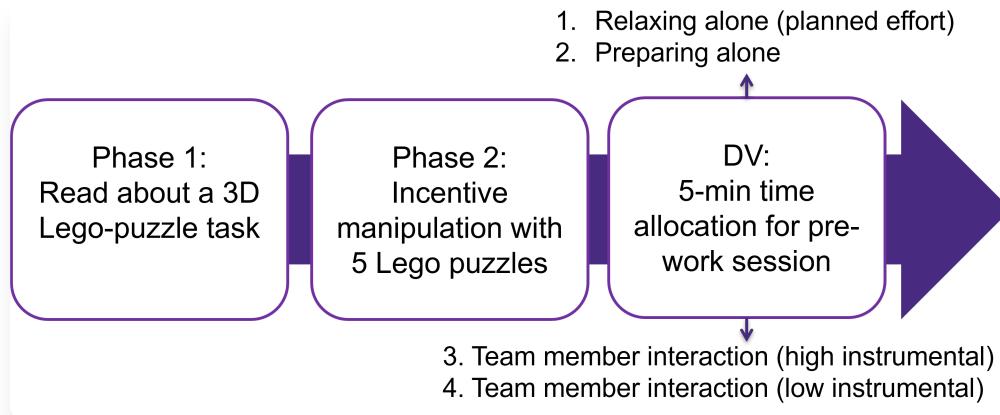
Study 4

- o 400 participants ($M_{age} = 36.74$, 38% female) via MTurk
- o Between subject design

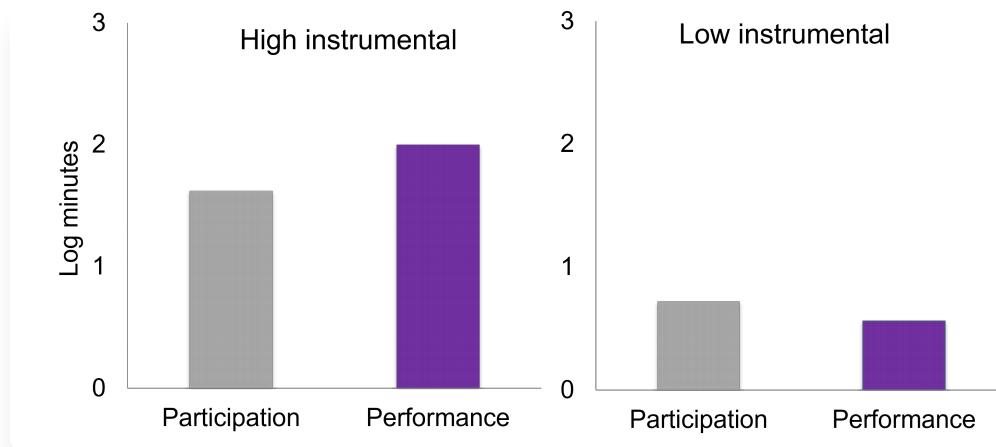


Study 4

- o 400 participants ($M_{age} = 36.74$, 38% female) via MTurk
- o Between subject design



Study 4: Results



Study 5

Goal: Test the effect with daily social interaction



Study 5

American Time Use Survey (ATUS)

- A large and diverse set of U.S. households by Census Bureau
- Waves 2010-2015 with 75,210 respondents (Mage = 39.18, 47% female)

Measures

- Time spent on social interactions
 - Day Reconstruction Method (DRM; Kahneman et al., 2004)
 - Phone interviews to reconstruct 4am (previous) – 4am
 - DV: the time that respondents spent in the last 24 hours socializing with work ties/ the time they spent socializing with non-work, personal ties

Study 5

Measures

- Incentive system (1 = performance incentive; 0 = participant incentive)
 - Whether they received performance incentives (N = 12,467) or participation incentives (N = 62,743)
- Happiness
 - Randomly selected 3 time intervals and asked respondents to rate how they felt engaging in the activity (1 = Not at all; 7 = Extremely)
- Control variables
 - Gender, age, income, relationship status, work hours, hourly pay
 - Dummy coded survey year, day of week (weekend), occupation types

Study 5: Daily Interactions

Variable	(1)	(2)	(3)
Performance incentive	2.44*** (.18)	1.13*** (.17)	0.90*** (.17)
Age (log)		5.56*** (.51)	5.36*** (.50)
Gender		-2.01*** (.13)	-2.06*** (.14)
Spouse Present		3.96***	3.96***
Unmarried Spouse		(.31)	(.31)
Married Spouse		-6.57*** (.17)	-6.41*** (.17)
Household size (log)		-14.26*** (.48)	-14.72*** (.47)
Income (log)		-2.82*** (.42)	-1.69*** (.43)
Work hours (log)		12.81*** (.41)	13.26*** (.42)
Hourly status		2.21*** (.13)	1.75*** (.14)
Day of week dummy		YES	YES
Year dummy		YES	YES
Occupation dummy			YES

Study 5: Daily Interactions

Variable	(1)	(2)	(3)
Performance incentive	2.44*** (.18)	1.13*** (.17)	0.90*** (.17)
Age (log)		5.56*** (.51)	5.36*** (.50)
Gender		-2.01*** (.13)	-2.06*** (.14)
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Hourly status		2.21*** (.13)	1.75*** (.14)
Day of week dummy		YES	YES
Year dummy		YES	YES
Occupation dummy			YES

Study 5: Happiness

Variable	(1)	(2)	(3)
C vs. FamFri	-.01*** (.001)	-.01*** (.001)	-.01*** (.001)
PFP			-.002 (.03)
C vs. FamFri * PFP			-.001 (.001)
Age (log)		-.30*** (.08)	.29*** (.09)
Gender		.09** (.02)	.10** (.02)
Spouse Present		.14* (.05)	.16* (.03)
Unmarried Spouse			
Married Spouse		.14*** (.03)	.15*** (.03)
Household size (log)		.22** (.07)	.17* (.08)
Income (log)		-.49*** (.07)	-.40*** (.07)
Work hours (log)		.24*** (.07)	.27*** (.07)
Hourly status		-.05 (.03)	-.01 (.02)

Study 5: Happiness

Variable	(1)	(2)	(3)
C vs. FamFri	-.01*** (.001)	-.01*** (.001)	-.01*** (.001)
PFP			-.002 (.03)
C vs. FamFri * PFP			-.001 (.001)
Age (log)		-.30*** (.08)	.29*** (.09)
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Income (log)		.24*** (.07)	.27*** (.07)
Work hours (log)		-.05 (.03)	-.01 (.02)
Hourly status			

Summary

Q. How does performance incentives affect everyday social interactions?



Theoretical Implications

Incentive system & social motivation

- Hershfield, Mogilner, & Barnea, 2016; Vohs, Mead, & Goode, 2006
- Berger, Herbertz & Sliwka, 2011; Dur & Sol, 2010

Relationship formation & consequences

- Fitzsimons & Shah, 2008; Gruenfeld et al., 2008
- Mogilner, Whillans, & Norton, 2018; Saphire-Bernstein & Taylor, 2013

Organizational practices & work-life balance

- Allen et al., 2000; Goh, Pfeffer, & Zenios, 2015; Greenhaus & Beutell, 1985; Kelly et al., 2015; Lockwood, 2003; Schieman, Milkie, & Glavin, 2009

Discussion Questions

Next Class

Discussion facilitation